



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11391365
SAU: Raymond School Department
School: Jordan-Small Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12

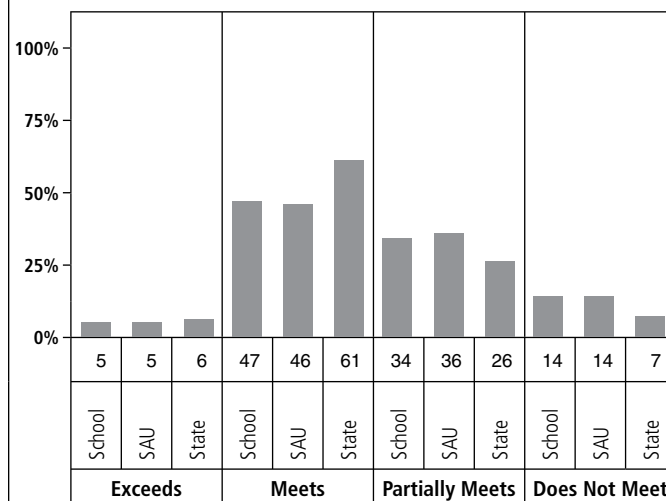
SUMMARY OF SCORES

Test Date: March 2009
Grade: 5
SAU: Raymond School Department
School: Jordan-Small Middle School

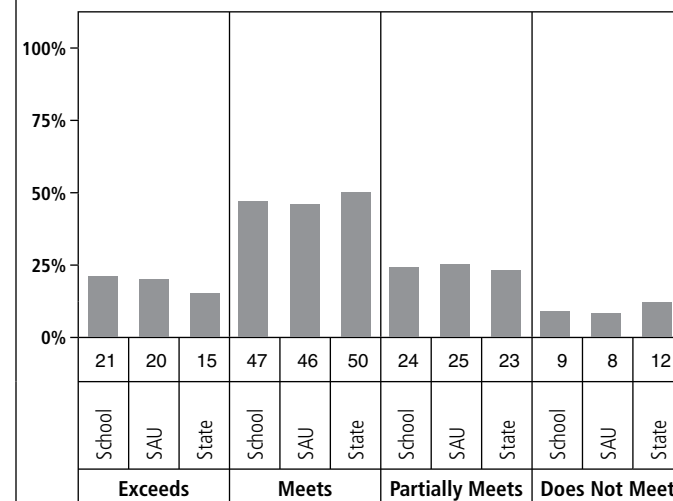
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	541	541	544
2007–2008	544	544	545
2008–2009	544	544	546
Cum. Avg.*	543	543	545
Mathematics			
2006–2007	544	544	546
2007–2008	546	546	546
2008–2009	548	548	547
Cum. Avg.*	546	546	546
Science			
2008–2009 **	548	548	543

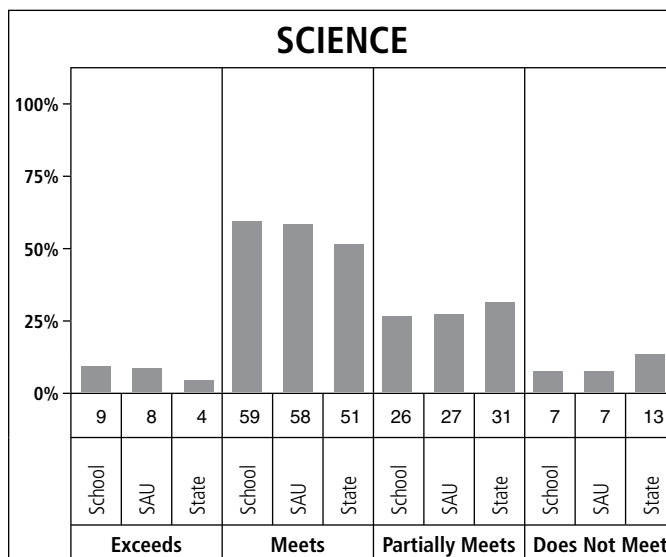
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Raymond School Department
School: Jordan-Small Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	59	100	60	100	14212	100	59	100	60	100	14135	100	59	100	60	100	14144	100	59	100	60	100	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	2	3	2	3	110	1	2	100	2	100	110	100	2	100	2	100	110	100	2	100	2	100	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	57	97	58	97	13271	93	57	100	58	100	13212	100	57	100	58	100	13211	100	57	100	58	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	9	15	9	15	2479	17	9	100	9	100	2454	100	9	100	9	100	2455	100	9	100	9	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	15	25	16	27	5848	41	15	100	16	100	5815	100	15	100	16	100	5819	100	15	100	16	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	50	85	51	85	10849	76	50	85	51	85	10872	76	50	85	51	85	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	8	14	8	13	3122	22	8	14	8	13	3124	22	8	14	8	13	3019	21
Identified disability (PET/IEP)	8	100	8	100	1992	64	8	100	8	100	2000	64	8	100	8	100	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	0	0	0	0	907	29	0	0	0	0	886	28	0	0	0	0	826	27
Participation through alternate assessment (PAAP)	1	2	1	2	164	1	1	2	1	2	148	1	1	2	1	2	142	1
Identified disability (PET/IEP)	1	100	1	100	164	100	1	100	1	100	148	100	1	100	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Raymond School Department
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	0	0	0	0	702	5
	2007-2008	3	5	3	5	659	5
	2008-2009	3	5	3	5	836	6
	Cum. Total*	6	4	6	4	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	19	43	19	42	7730	55
	2007-2008	32	52	32	52	8195	58
	2008-2009	27	47	27	46	8495	61
	Cum. Total*	78	48	78	47	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	18	41	19	42	4182	30
	2007-2008	20	33	20	33	3800	27
	2008-2009	20	34	21	36	3667	26
	Cum. Total*	58	36	60	36	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	7	16	7	16	1419	10
	2007-2008	6	10	6	10	1362	10
	2008-2009	8	14	8	14	973	7
	Cum. Total*	21	13	21	13	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	28.8	60.0	28.8	60.0	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	13.6	56.7	13.6	56.7	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.2	63.3	15.2	63.3	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Raymond School Department
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	3	5	27	47	20	34	8	14	544	59	5	46	36	14	544	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	2										2						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	56	3	5	27	48	19	34	7	13	544	57	5	47	35	12	544	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	1	13	1	13	6	75	533	8	0	13	13	75	533	2290	0	29	47	23	537
No	50	3	6	26	52	19	38	2	4	545	51	6	51	39	4	545	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	58	3	5	27	47	20	34	8	14	544	59	5	46	36	14	544	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	15	0	0	5	33	5	33	5	33	538	16	0	31	38	31	538	5716	2	51	35	12	542
No	43	3	7	22	51	15	35	3	7	546	43	7	51	35	7	546	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	58	3	5	27	47	20	34	8	14	544	59	5	46	36	14	544	13963	6	61	26	7	546
Gender																						
Female	35	3	9	12	34	16	46	4	11	544	36	8	33	47	11	543	6882	8	62	24	6	547
Male	23	0	0	15	65	4	17	4	17	544	23	0	65	17	17	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	58	3	5	27	47	20	34	8	14	544	59	5	46	36	14	544	12057	7	64	23	6	547
Gifted/talented program																						
Yes	5	0	0	5	100	0	0	0	0	555	5	0	100	0	0	555	450	26	72	2	0	557
No	53	3	6	22	42	20	38	8	15	543	54	6	41	39	15	542	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Raymond School Department
School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	2	40	34	24	540
B. less than one hour	69	3	8	19	48	15	38	3	8	545	69	7	46	39	7	545	70	6	63	26	6	546
C. one to two hours	29	0	0	7	41	5	29	5	29	540	29	0	41	29	29	540	24	7	61	26	6	546
D. more than two hours	2	0	0	1	100	0	0	0	0	556	2	0	100	0	0	556	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	52	3	10	15	50	9	30	3	10	546	53	10	48	32	10	546	36	10	67	18	5	549
B. good	38	0	0	12	55	7	32	3	14	543	37	0	55	32	14	543	47	5	62	27	6	546
C. fair	10	0	0	0	0	4	67	2	33	534	10	0	0	67	33	534	15	2	47	40	12	541
D. poor	0										0						2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	34	2	10	11	55	6	30	1	5	547	34	10	55	30	5	547	31	9	65	20	5	548
B. They match some of what I have learned.	53	1	3	15	48	11	35	4	13	543	54	3	47	38	13	543	55	5	63	27	5	546
C. They match just a little of what I have learned.	10	0	0	1	17	2	33	3	50	536	10	0	17	33	50	536	10	3	45	38	14	542
D. There is no match.	2	0	0	0	0	1	100	0	0	538	2	0	0	100	0	538	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	16	0	0	6	67	2	22	1	11	545	16	0	67	22	11	545	16	3	49	32	15	542
B. about the same as my regular schoolwork	67	2	5	14	37	15	39	7	18	541	67	5	36	41	18	541	64	7	63	25	5	547
C. easier than my regular schoolwork	18	1	10	7	70	2	20	0	0	552	17	10	70	20	0	552	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	0	0	1	17	2	33	3	50	534	10	0	17	33	50	534	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	59	1	3	13	38	15	44	5	15	541	58	3	38	44	15	541	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	31	2	11	13	72	3	17	0	0	551	32	11	68	21	0	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	21	1	8	7	58	3	25	1	8	548	20	8	58	25	8	548	20	10	64	21	5	548
B. 20 minutes to an hour	53	2	6	15	48	11	35	3	10	544	53	6	48	35	10	544	56	7	65	24	5	547
C. less than 20 minutes	14	0	0	1	13	5	63	2	25	535	14	0	13	63	25	535	10	3	52	33	12	543
D. I rarely read at home.	12	0	0	4	57	1	14	2	29	543	14	0	50	25	25	543	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	40	1	4	8	35	9	39	5	22	540	39	4	35	39	22	540	25	3	53	33	11	543
B. six to ten pages	24	1	7	5	36	7	50	1	7	543	25	7	33	53	7	543	26	6	61	26	7	546
C. eleven or more pages	36	1	5	14	67	4	19	2	10	548	36	5	67	19	10	548	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	536	50	0	0	100	0	536						
C.	50	0	0	1	100	0	0	0	0	558	50	0	100	0	0	558						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Raymond School Department
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	5	11	5	11	1711	12
	2007-2008	5	8	5	8	1617	12
	2008-2009	12	21	12	20	2119	15
	Cum. Total*	22	13	22	13	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	19	43	20	44	6778	48
	2007-2008	35	57	35	57	7284	52
	2008-2009	27	47	27	46	7046	50
	Cum. Total*	81	50	82	50	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	14	32	14	31	3884	28
	2007-2008	13	21	13	21	3341	24
	2008-2009	14	24	15	25	3193	23
	Cum. Total*	41	25	42	25	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	6	14	6	13	1683	12
	2007-2008	8	13	8	13	1778	13
	2008-2009	5	9	5	8	1638	12
	Cum. Total*	19	12	19	12	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	26.4	55.0	26.2	54.6	25.5	53.1
A. Number	18	38	9.9	55.0	9.8	54.4	9.8	54.4
B. Data	10	21	5.2	52.0	5.2	52.0	5.2	52.0
C. Geometry	10	21	5.1	51.0	5.1	51.0	4.7	47.0
D. Algebra	10	21	6.1	61.0	6.1	61.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Raymond School Department
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	12	21	27	47	14	24	5	9	548	59	20	46	25	8	548	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	2										2						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	56	12	21	26	46	13	23	5	9	548	57	21	46	25	9	548	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	7	88	1	13	0	0	550	8	0	88	13	0	550	2307	3	32	32	33	536
No	50	12	24	20	40	13	26	5	10	548	51	24	39	27	10	548	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	58	12	21	27	47	14	24	5	9	548	59	20	46	25	8	548	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	15	1	7	6	40	6	40	2	13	542	16	6	38	44	13	541	5731	7	46	29	18	542
No	43	11	26	21	49	8	19	3	7	550	43	26	49	19	7	550	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	58	12	21	27	47	14	24	5	9	548	59	20	46	25	8	548	13988	15	50	23	12	547
Gender																						
Female	35	7	20	13	37	10	29	5	14	546	36	19	36	31	14	545	6889	14	51	23	12	546
Male	23	5	22	14	61	4	17	0	0	552	23	22	61	17	0	552	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	58	12	21	27	47	14	24	5	9	548	59	20	46	25	8	548	12078	17	52	21	10	548
Gifted/talented program																						
Yes	5	5	100	0	0	0	0	0	0	573	5	100	0	0	0	573	450	64	34	2	0	564
No	53	7	13	27	51	14	26	5	9	546	54	13	50	28	9	546	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Raymond School Department
 School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	0										0						4	8	38	26	28	539
B. less than one hour	69	10	25	15	38	10	25	5	13	548	69	24	37	27	12	547	70	15	52	23	10	547
C. one to two hours	29	2	12	11	65	4	24	0	0	549	29	12	65	24	0	549	24	15	51	23	11	547
D. more than two hours	2	0	0	1	100	0	0	0	0	552	2	0	100	0	0	552	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	58	11	33	19	58	2	6	1	3	555	57	33	58	6	3	555	34	28	50	14	8	552
B. good	25	1	7	3	21	10	71	0	0	542	26	7	20	73	0	541	45	11	54	24	10	546
C. fair	16	0	0	4	44	2	22	3	33	536	16	0	44	22	33	536	18	3	45	33	19	540
D. poor	2	0	0	0	0	0	0	1	100	526	2	0	0	0	100	526	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	45	10	38	10	38	4	15	2	8	552	44	38	38	15	8	552	38	22	52	19	7	550
B. They match some of what I have learned.	52	2	7	15	50	10	33	3	10	545	51	7	50	33	10	545	48	12	53	24	11	546
C. They match just a little of what I have learned.	3	0	0	2	100	0	0	0	0	557	5	0	67	33	0	549	11	6	40	30	24	540
D. There is no match.	0										0						3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	16	2	22	4	44	3	33	0	0	552	15	22	44	33	0	552	17	7	42	30	21	540
B. about the same as my regular schoolwork	74	8	19	20	47	11	26	4	9	548	75	18	45	27	9	547	64	15	53	23	10	547
C. easier than my regular schoolwork	10	2	33	3	50	0	0	1	17	546	10	33	50	0	17	546	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	0	0	2	100	0	0	533	3	0	0	100	0	533	7	6	39	27	27	539
B. 30–45 minutes	3	0	0	0	0	1	50	1	50	525	3	0	0	50	50	525	28	9	49	28	15	544
C. 45–60 minutes	22	1	8	7	54	4	31	1	8	544	22	8	54	31	8	544	41	17	53	21	9	548
D. more than 60 minutes	71	11	27	20	49	7	17	3	7	551	71	26	48	19	7	551	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	1	100	0	0	536	2	0	0	100	0	536	6	14	43	24	20	543
B. two or three days a week	36	5	24	11	52	4	19	1	5	552	37	23	50	23	5	551	24	17	52	21	10	548
C. two or three times each month	48	7	25	13	46	6	21	2	7	549	47	25	46	21	7	549	33	17	52	21	9	548
D. never or almost never	14	0	0	3	38	3	38	2	25	536	14	0	38	38	25	536	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	2	13	5	33	5	33	3	20	541	25	13	33	33	20	541	23	13	47	26	15	545
B. two or three days a week	52	6	20	19	63	5	17	0	0	552	51	20	63	17	0	552	31	17	52	21	10	548
C. two or three times each month	19	4	36	2	18	3	27	2	18	549	19	36	18	27	18	549	27	17	52	21	10	548
D. never or almost never	3	0	0	1	50	1	50	0	0	544	5	0	33	67	0	540	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	528	50	0	0	0	100	528						
C.	50	1	100	0	0	0	0	0	0	568	50	100	0	0	0	568						
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Raymond School Department
School: Jordan-Small Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	5	9	5	8	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	34	59	34	58	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	15	26	16	27	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	4	7	4	7	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	32.0	66.7	31.9	66.5	29.2	60.8
D. The Physical Setting	24	50	13.6	56.7	13.5	56.3	12.9	53.8
E. The Living Environment	24	50	18.4	76.7	18.3	76.3	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Raymond School Department
 School: Jordan-Small Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	5	9	34	59	15	26	4	7	548	59	8	58	27	7	548	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	2										2						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	56	5	9	34	61	14	25	3	5	548	57	9	60	26	5	548	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	8	0	0	5	63	3	38	0	0	545	8	0	63	38	0	545	2309	2	29	39	29	536
No	50	5	10	29	58	12	24	4	8	548	51	10	57	25	8	548	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	58	5	9	34	59	15	26	4	7	548	59	8	58	27	7	548	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	15	1	7	5	33	6	40	3	20	542	16	6	31	44	19	541	5729	2	42	37	20	539
No	43	4	9	29	67	9	21	1	2	550	43	9	67	21	2	550	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	58	5	9	34	59	15	26	4	7	548	59	8	58	27	7	548	13987	4	51	31	13	543
Gender																						
Female	35	2	6	18	51	12	34	3	9	546	36	6	50	36	8	546	6886	4	49	33	14	542
Male	23	3	13	16	70	3	13	1	4	551	23	13	70	13	4	551	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	58	5	9	34	59	15	26	4	7	548	59	8	58	27	7	548	12078	5	55	30	11	544
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	563	5	60	40	0	0	563	450	25	72	2	1	557
No	53	2	4	32	60	15	28	4	8	546	54	4	59	30	7	546	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Raymond School Department
School: Jordan-Small Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	2	37	35	25	538
B. less than one hour	69	5	13	22	55	10	25	3	8	548	69	12	54	27	7	548	70	4	53	31	12	544
C. one to two hours	29	0	0	11	65	5	29	1	6	546	29	0	65	29	6	546	24	5	51	31	12	544
D. more than two hours	2	0	0	1	100	0	0	0	0	556	2	0	100	0	0	556	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	34	2	10	15	75	3	15	0	0	552	34	10	75	15	0	552	26	7	56	26	11	545
B. good	57	3	9	16	48	10	30	4	12	545	58	9	47	32	12	545	53	4	53	31	11	544
C. fair	7	0	0	3	75	1	25	0	0	548	7	0	75	25	0	548	18	2	41	39	17	540
D. poor	2	0	0	0	0	1	100	0	0	536	2	0	0	100	0	536	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	33	1	5	12	63	5	26	1	5	548	32	5	63	26	5	548	23	5	56	28	11	544
B. They match some of what I have learned.	59	4	12	20	59	8	24	2	6	548	59	11	57	26	6	548	48	5	52	31	12	544
C. They match just a little of what I have learned.	9	0	0	2	40	2	40	1	20	541	8	0	40	40	20	541	23	4	49	33	14	543
D. There is no match.	0										0						6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	12	2	29	1	14	4	57	0	0	548	12	29	14	57	0	548	23	5	48	31	16	543
B. about the same as my regular schoolwork	74	2	5	28	65	10	23	3	7	547	75	5	64	25	7	547	58	4	52	32	12	543
C. easier than my regular schoolwork	14	1	13	5	63	1	13	1	13	550	14	13	63	13	13	550	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	86	4	8	28	58	12	25	4	8	547	84	8	58	25	8	547	33	5	51	31	14	543
B. a few times a week	5	1	33	2	67	0	0	0	0	559	7	25	50	25	0	554	45	4	52	32	11	544
C. once a week	4	0	0	2	100	0	0	0	0	551	4	0	100	0	0	551	8	4	50	30	16	542
D. a few times a month	5	0	0	2	67	1	33	0	0	544	5	0	67	33	0	544	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	34	3	15	7	35	9	45	1	5	546	34	15	35	45	5	546	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	10	0	0	2	33	2	33	2	33	539	10	0	33	33	33	539	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	50	2	7	24	83	2	7	1	3	551	51	7	80	10	3	551	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	5	0	0	1	33	2	67	0	0	541	5	0	33	67	0	541	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	57	3	9	19	58	9	27	2	6	548	58	9	56	29	6	547	47	4	51	32	12	543
B. a few times a month	22	0	0	8	62	5	38	0	0	547	22	0	62	38	0	547	27	5	54	30	11	544
C. once a month	9	1	20	2	40	1	20	1	20	546	8	20	40	20	20	546	10	5	49	30	15	543
D. never or almost never	12	1	14	5	71	0	0	1	14	551	12	14	71	0	14	551	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	50	2	7	16	55	7	24	4	14	546	51	7	53	27	13	545	46	4	52	32	12	543
B. a few times a month	29	1	6	9	53	7	41	0	0	549	29	6	53	41	0	549	28	5	53	30	12	544
C. once a month	12	1	14	5	71	1	14	0	0	551	12	14	71	14	0	551	11	4	47	34	15	542
D. never or almost never	9	1	20	4	80	0	0	0	0	551	8	20	80	0	0	551	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	542	50	0	100	0	0	542						
C.	50	0	0	1	100	0	0	0	0	560	50	0	100	0	0	560						
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number